DOCUMENT RESUME

ED 475 158 CE 084 789

AUTHOR	Emis, Larry; Dillingham, John
TITLE	MyAgRecord: An Online Career Portfolio Management Tool for High School Students Conducting Supervised Agricultural Experience Programs.
PUB DATE	2002-12-00
NOTE	4p.; Paper presented at the Annual Conference of the Association for Career and Technical Education (76th, Las Vegas, NV, December 12-15, 2002).
PUB TYPE	Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE	EDRS Price MF01/PC01 Plus Postage.
DESCRIPTORS	Accounting; Agribusiness; *Agricultural Education; Agricultural Sciences; *Career Development; Computer Assisted Instruction; Computer Uses in Education; Experiential Learning; High Schools; Internet; Material Development; Online Systems; *Portfolios (Background Materials); *Recordkeeping; Statewide Planning; *Supervised Occupational Experience (Agriculture); Vocational Education; Vocational Education Teachers; Web Based Instruction; World Wide Web
IDENTIFIERS	*Electronic Portfolios; Future Farmers of America; *Texas; Work Based Learning

ABSTRACT

Texas's online career portfolio management tool for high school students participating in supervised agricultural experience programs (SAEPs) was developed in 1998 by a committee of Texas high school teachers of agriscience and Texas Education Agency personnel. The career portfolio management tool reflects General Accepted Accounting Principles and Farm Financial System procedures. It also includes the essential data necessary for students completing the application for the National Future Farmers of America (FFA) American FAA Degree. In 1999, more than 4,500 revised record books were distributed to Texas and out-of-state agricultural education departments participating in the pilot test. After receiving input from stakeholders, the committee decided to develop an online record book. The electronic record book was pilot tested in spring 2001. The electronic record book became available during the 2001-2001 school year. The electronic record book is an "anytime and anywhere" management portfolio provided users have access to a World Wide Web browser. The career portfolio management tool has been shown to meet the needs of students in SAEPs and give teachers significant opportunities to acquire and use computer-based telecommunications skills. Students with computer technology backgrounds seem to accept the tool well, but only if teachers given them access to the online record books. (Contains four references.) (MN)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 158

MyAgRecord:

An Online Career Portfolio Management Tool for High School Students Conducting Supervised Agricultural Experience Programs

Larry Ermis
John Dillingham

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

L. Ermis

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE084789

BEST COPY AVAILABLE

MyAgRecord: An Online Career Portfolio Management Tool for High School Students Conducting Supervised Agricultural Experience Programs

Larry Ermis and John Dillingham, Instructional Materials Service, Texas A&M University

Introduction / Significance

Career portfolios, buzzwords in today's education, are necessary tool kits for high school graduates entering the workplace. Students enrolled in the agricultural sciences maintain such portfolios, as they are required to document their classroom and work-based learning activities, including financial data regarding entrepreneurship enterprises. With increasing demands on their daily class schedules, such a required record-keeping system has caused hardships on the students. Record book vendors of the past did little to ease the record-keeping burden, other than to revise the content or format of record-keeping forms. Improved computer technologies were untapped by agricultural education leaders until the end of the twentieth century. Computerized disk and CD-ROM versions of record books have lessened the requirements of "pen and pencil" records, but the majority of the available templates necessitate patches when record-keeping requirements change. The advent of web-based or online databases has provided a user-friendly portfolio documentation system that eliminates both written records and defunct spreadsheets while promoting authentic assessment, such as maintaining up-to-date résumés. As demands for web-based information resources grow, so do demands of consumers for using the latest technologies.

Literature Base

Experiential learning has long been an instructional method used to facilitate student learning in agricultural education. Often, these experiences resulted from the student's Supervised Agricultural Experience Program (SAEP) (Camp, Fallon, & Clarke, 1999). Traditionally, students were encouraged to document or "record" significant events related to their SAEPs. These data provided the information that students used to complete applications for degrees and awards made available through the FFA. Camp et al. (1999) identified the factor "complete records are maintained by the students" (p. 167) as one of the most important guides for conducting an "effective" SAEP. Frequently, the need to maintain "complete records" resulted in students using some form of a record-keeping journal. Historically, this journal was a paper or "hardcopy" record book. However, Murphy and Terry (1998) claimed "computer-based telecommunications technologies" (p. 35) such as "electronic communication, information, and imaging technologies will improve how we teach in agricultural education settings" (p. 34). Harper (1993) posited, "We cannot expect students to learn the latest technologies without having active involvement" (p. 10).

Research and Development

A committee of Texas high school teachers of agriscience and Texas Education Agency (TEA) personnel in 1998 formalized the need to improve the existing SAEP record book. The committee decided that a revised book should reflect *General Accepted Accounting Principles (GAAP)* and *Farm Financial System (FFS)* procedures, and should also include the essential data necessary for students completing the application for the National FFA *American FFA Degree*. During the 1999-2000 school year, more than 4,500 revised record books were distributed to Texas and out-of-state departments participating in a pilot test. Following input from stakeholders (including the National FFA Organization) about alternate delivery methods to the traditional paper format, and after further exploring web-delivery options, Instructional Materials Service (IMS), Department of Agricultural Education, Texas A&M University, decided to develop an online record book. The Texas Engineering Extension Service (TEEX), part of the Texas A&M University System, was contracted to develop a "prototype" web-delivered record book based on the newly revised, hard copy "template." After additional developer beta testing, the electronic record book was pilot tested in the spring of 2001.

Findings / Conclusions / Recommendations

IMS, in cooperation with the TEA and TEEX, developed an electronic medium for managing journal and financial entries of students enrolled in high school agricultural science programs. The electronic record book became available during the 2001-2002 school year. The electronic record book is an "anytime and anywhere" management portfolio, provided that the users have access to an Internet web browser. The record book is available online at http://teexcit.tamu.edu/myagrecord. User subscriptions (one-year record books) are provided on a departmental basis. System access requires both a "user ID" and a password. Teachers serve as on-site "administrators." After requesting subscriptions and their own user IDs and passwords from IMS, teachers add users and assign books at the administration site (http://teexcit.tamu.edu/myagrecord/admin). Instructors can obtain additional subscriptions throughout the year and have the online capability to access and evaluate their students' books, view school account information, and add/archive students as needed. TEEX's Knowledge Engineering Center (KEC) hosts the record book system, provides the infrastructure (web servers, database servers, file servers, etc.) to support and maintain the record book system, and supplies online record book users with technical support. In addition, Computer Information Services (CIS) at Texas A&M University hosts the "E-MAIL IMS" address link for users of the electronic record book and the LISTSERV e-records-l "discussion group" comprised of teachers subscribed to the service. IMS manages the electronic communications.

Implications and Future Plans

A web-delivered record-keeping system, designed and customized to meet the needs of students conducting SAEPs, provides teachers with significant opportunities to acquire and use computer-based telecommunications skills (Murphy & Terry, 1998). Moreover, because acquisition and mastery of these skills take place within the context of a ubiquitous program component (i.e., supervised agricultural experiences), all students benefit. The online record book system accommodates either PC or Macintosh platforms, which further increases its potential use. The system does not require locally installed software nor the concomitant need for updating; it only necessitates a web browser (Explorer or Navigator) and a PDF file viewer (Adobe Acrobat Reader). Because of the nature of web-delivered technologies, any future system changes should cause minimal disruption in service when compared to other electronic alternatives, such as replacement diskettes or CD-ROM upgrades. Students with computer technology backgrounds seem to accept this latest innovation with open arms, but only if the teachers give them access to the online books. In a descriptive study to assess in-service education needs of entry-phase agriculture teachers in Texas, teachers identified the top two "core" competencies – "assisting students in preparing for and succeeding in FFA degree and award programs" and "using the Internet as a teaching tool" – for in-service training (Edwards & Briers, 1999). A system upgrade in Spring 2002 gave users the capability of generating completed FFA Degree applications from data stored in their electronic books. This and future enhancements (e.g., link to FFA Proficiency Award applications) are causing teachers to re-think online record books as career portfolios that "open doors" to their computer literate students.

References

Camp, W., Fallon, M., & Clarke, A. (1999). Supervised agricultural experience: Revisiting supervised agricultural experience. *Proceedings of the 26th National Agricultural Education Research Conference*, 159-169.

Edwards, M.C., & Briers, G.E. (1999). Assessing the in-service needs of entry-phase agriculture teachers in Texas: A discrepancy model versus direct assessment. *Journal of Agricultural Education, 40*(3), 40-49.

Harper, J.G. (1993). Laboratory facilities improvement for technology transfer. *The Agricultural Education Magazine, 65*(11), 10-11 & 19.

Murphy, T., & Terry, H.R. (1998). Opportunities and obstacles for distance education in agricultural education. *Journal of Agricultural Education, 39*(1), 28-36.

CE 064785
ACTE/02

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

ERIC Educational Resources Information Center

REPRODUCTION RELEASE

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title:	MyAgRecord: An Online Career Portfolio Management Tool for High School Students Conducting Supervised Agricultural Experience Programs
Author(s):	Larry Ermis and John Dillingham
Corporate Source:	Instructional Materials Service Texas A & M University
Publication Date:	December 2002

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education* (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign at the bottom of the page.

The sample sticker shown below will be affixed to all Level 1 documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Level 1

XXXX

Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g., electronic) *and* paper copy.

The sample sticker shown below will be affixed to all Level 2A documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

Level 2A

Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only

The sample sticker shown below will be affixed to all Level 2B documents

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2B

Level 2B

Check here for Level 2B release, permitting reproduction and dissemination in microfiche only

Documents will be processed as indicated provided reproduction quality permits.
If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Sign here, → please

Signature: Larry Ermis	Printed Name/Position/Title: Larry Ermis/curriculum specialist	
Organization/Address: Instructional Materials Service 2588 TAMUS, College Station, TX 77843-2588	Telephone: 979-845-6601	FAX: 979-845-6608
	E-Mail Address: l-ermis@tamu.edu	Date: 03/21/03

(Over)

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

Acquisitions Coordinator
ERIC Clearinghouse on Adult, Career, and Vocational Education
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to: